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ABSTRACT

This report documents the work of a study group which reviewed the distance education activities undertaken during the Third Cycle of the Asia and Pacific Programme of Educational Innovation for Development (APEID), as a basis for the further development and utilization of distance learning systems and structures. Reports on distance education development and the contributions of APEID to that development are presented for each of the participating countries, i.e., Australia, Bangladesh, China, India, Nepal, New Zealand, Pakistan, Republic of Korea, Sri Lanka, and Thailand. Activities undertaken by APEID during the Third Programme Cycle are also reviewed in terms of program area, objectives, activities, and outcomes. A synthesis of the resulting summaries is presented in two parts--regional and sub-regional meetings, and national workshops. On the basis of these summaries, it was concluded that substantial progress had been achieved on the distance education projects which resulted from regional/sub-regional and national activities initiated by APEID, particularly with respect to: (1) distance education systems and structures; (2) training of distance educators; (3) course and study materials design and development; and (4) the use of distance education as an infrastructure for other developments. A discussion of future directions for distance education during the fourth programming cycle of APEID concludes the report. The agenda, a list of participants, and a list of working documents are appended. (RP)

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EVALUATION OF DISTANCE EDUCATION PROJECTS UNDER APEID

Report of a Study Group Meeting
Nanjing, China, 16 - 25 August 1986

Hosted by the Department of Education
Jiangsu Province, Nanjing

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PREFACE

According to the work plan of the Asia and Pacific Programme of Educational Innovation for Development (APEID) for 1986, the UNESCO Regional Office for Education in Asia and the Pacific (ROEAP), through its Asian Centre of Educational Innovation for Development (ACEID) organized a Study Group Meeting on Evaluation of Distance Learning Projects under APEID, in co-operation with the Jiangsu Department of Education, Nanjing, China from 16 to 25 August 1986 at Nanjing.

Distance education has been gaining in significance in many countries of the region where it is regarded both as innovation and as infrastructure for other innovative developments. In the last decade several institutions and structures have been established to provide distance education programmes, generally using multi-media approaches covering correspondence education, educational broadcasts, video- and audio-cassettes as means of education. In parallel with these trends, a number of APEID regional/sub-regional workshops were organized to train officials and specialists engaged in distance education programmes in the countries of the region together with other complementary activities e.g. mobile workshops, national workshops and attachments.

The study group was convened to review distance education activities undertaken during the Third Cycle of APEID, as a basis for the further development and utilization of distance learning systems and structures. The group was to develop a plan of action and materials for the evaluation of future distance learning programmes.

The objectives of the Study Group Meeting were to:

1. Review the progress made on distance education projects which resulted from regional, sub-regional and national activities initiated by APEID, particularly in respect of:
   - the development of distance education systems and structures;
   - training of distance educators;
   - course and study material designs and development;
   - the use of distance education as an infrastructure for other developments
2. Compile data for a formal evaluation of APEID's various initiatives for distance education especially at the regional and sub-regional levels.
3. Consider any development plans and materials for follow-up national workshops to:
   - further try out and develop training manuals and methods;
   - design and develop exemplar study materials;
   - evaluate progress in using materials for development of distance learning systems and structures.

Distance education projects under APEID

The Study Group Meeting was attended by 13 participants from ten member countries namely Australia, Bangladesh, India, Nepal, New Zealand, Pakistan, People's Republic of China, Republic of Korea, Sri Lanka and Thailand. In addition there were Observers from China and Thailand.

Organization

The workshop was inaugurated by Mr. Zhao Yongkui, Acting Secretary General, Chinese National Commission for UNESCO. In his inaugural address, Mr. Zhao Yongkui said that education was one of the most important factors in the economic development of societies. Distance education with all the technological facilities available, offered great scope for improvement of quality of education. He said that the People's Republic of China with a vast network of distance education was keen to know the outcome of the Study Group Meeting which pools the rich experience of the countries of the Asia and Pacific region. He wished great success to the meeting.

Earlier, Mr. Wu Chun, Vice Director, Department of Education, Jiangsu Provincial Government, welcomed the participants to the historic city of Nanjing. He said distance education is a low-cost venture that offers great promise as a means of education in view of the rapid developments in communication technology. He hoped that the Study Group's deliberations would go a long way towards making distance education adaptable to higher goals of national developments.

On behalf of the UNESCO Regional Office, the Chief of ACEID a.i. Dr. H.K. Paik welcomed the participants of the Study Group. He thanked the Acting Secretary General, Chinese National Commission for UNESCO for inaugurating the meeting. He also thanked the Department of Education, Jiangsu Province for hosting the Study Group Meeting and making such excellent arrangements.

Outlining the purpose of the Study Group, Dr. Paik said that the Third Cycle of the APEID programme for distance education began five years back with the first sub-regional workshop held in Islamabad in 1981. This was followed by three more such regional/sub-regional workshops held at Wellington (1982), Islamabad (1983) and Colombo (1984). These workshops were followed by programmes at national and local levels in the respective participating countries which had varied effects ranging from the training of key personnel to trying out materials developed in APEID regional/sub-regional workshops and developing suitable infrastructures for training of distance educators on a continuing basis.

Methodology of work

In the first plenary session, the participants elected Mr. H.R. Sharma (India) as the Chairman of the Study Group and Mr. G.C.A.T. Jayasekera (Sri Lanka) and Mr. Brian Gaines (Australia) as the Rapporteurs. Prof. Donald Bewley (New Zealand) and Prof. O.S. Dewal acted as the Resource Persons.

The first plenary session started with the presentation by the participants of reports about the activities undertaken at the national and local levels in their

respective countries as part of the Third Cycle of APEID. Comprehensive reports were also made on the significant developments in distance education and on structures and systems evolved in the countries since the last sub-regional workshop held at Colombo.

The subsequent sessions witnessed several phases of work:

1. Overview of the development in distance education in the participating countries.
2. Discussion of evaluative criteria for reviewing the activities and the programmes.
3. Review of the progress made on distance education projects which resulted from regional, sub-regional and national activities initiated by APEID under its third programming cycle of APEID.
4. Development of a format for evaluating APEID's various initiatives for distance education at the regional and sub-regional levels.
5. Compilation of data and evaluation of the various activities stated above.
6. Discussion on trends and developments in distance education determining its future direction for growth during the fourth programming cycle of APEID.
7. Identification of areas for continued emphasis and new areas of growth in distance education in the region.
8. Development of a plan of action for future direction in the identified areas.

The Study Group Meeting produced a comprehensive draft report giving: (i) an overview of the country development and APEID's contribution; (ii) the impact of APEID regional and sub-regional workshops on the growth and development of distance education in the countries; and (iii) suggestions for future growth.

The study group considered and adopted the draft report with slight modifications in the concluding session held on 25 August 1986.

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Chapter One

INTRODUCTION: DISTANCE EDUCATION IN THE THIRD CYCLE OF APEID

Setting the tasks: The Seventh Regional Consultation Meeting, 1981

In 1981, when the Seventh Regional Consultation Meeting of the Asian and Pacific Programme of Educational Innovation for Development (APEID) met, it planned the main thrusts of the programme and some details of the workplan for the APIED's Third Cycle of Activities, 1982–1986. In that programme and among the workplans, distance education was for the first time acknowledged as a significant area and source of innovation.

Four educational development programme areas, and three areas of infrastructure that would provide service to them, were proposed for the Third Cycle. The key areas of educational development were:

1. Universalization of (first level) education.
2. Scientific and technological competence and creativity.
3. Education and work.
4. Education and rural development.

The three infrastructures were:

5. Educational technology, mass media and low-cost instructional materials.
6. Professional support service and training of educational personnel.
7. Co-operative studies, reflections, research on development and the future.

Direct reference was made to distance education under Programme Area VI where, having stated as 'development objectives': "The programme under this area will aim at the development of infrastructures for educational technology, particularly to cope with the problem of lack of resources and trained manpower to meet the educational needs implied in national development plans and to increase the effectiveness of educational programmes."

The description of the programme went on to include in its 'immediate objectives' the following:

1. To promote and encourage the development of systems and structures for the planning, production, utilization, management and evaluation of suitable education materials, programmes and equipment, particularly. . .

   c) distance learning systems using correspondence, learning groups, broadcasting and other techniques. . . .

3. To promote and encourage the use of educational technology among teachers and other educational personnel.

Distance education projects under APEID

A single workplan was drawn up for distance education among the projects for Programme Area VI which was as follows:

Project 2: Development of distance learning systems and structures

Participation

Professional staff concerned with distance learning systems.

	Activity	Location	Commence-ment	Duration
2.1	Study Group Meeting on existing evaluative methods and management techniques (leading to selected case studies)	MS/AC	mid-82	10 days
2.2	Regional workshop on the manage-ment of learner support services	MS	end 82	10 days
2.3	Sub-regional workshops on materials development (2)	ACs	83	3 weeks
2.4	National workshops on materials development	ACs	84–86	3 weeks
2.5	Attachments	ACs	82	continuing
2.6	Study Group Meeting to evaluate the project	MS/AC	86	1 week

Outcomes

1. Exchange of experiences in the management of distance learning systems with special reference to the learner.
2. Development of professional competence in design, production, utilization, management and evaluation of distance learning systems.

Linkages

All the other programme areas, with particular reference to professional support services and training of educational personnel.

The linkage to Programme Area VII 'Professional Support Services and training of educational personnel', with its objectives of promoting 'professional competence of teachers' through 'programmes of training and continuing education' was immediately clear. Distance education has been used extensively for teacher education, both in-service and pre-service, apart from its other target clientele in schools and among adults seeking to make up for education missed at earlier stages in their lives.

What was perhaps less clearly recognized by the 1981 Regional Consultation Meeting was that, in order to serve educational development (and through that, as

APEID's title suggests, broader areas of modernization and development) distance education itself needed development, i.e.

a) Its systems and structures have had to become more substantial, reliable and efficient;

b) The specialist competencies of distance educators, teachers, broadcasters and other personnel – have required analysis and training;

c) Courses and study materials have needed more conscious design and instructional methodology to ensure that they are helpful and attractive to distance learners.

Fulfilling the Work Plan 1981 - 1986

As its presence and its product have become more visible, distance education has attracted increasing interest for its scope to accelerate an ever-widening range of educational developments. APEID has been one agency among others, which has supported this burgeoning of distance education, relying on its particular scope to pool and share regional experiences, where other agencies have contracted to assist particular countries and their national projects. APEID activities have enabled the contribution of some of these other agencies to spread beyond their original limits. APEID itself has followed the work plan proposed in 1981, with some modification resulting from the linkage to activities under 'Professional Support Services'. The activities which correspond to the work plan reported above have been the following:

2.1 A Technical Working Group Meeting was conducted at Islamabad, Pakistan, November 1981 on 'Distance Education in Teacher Education'. Although it was held at the end of the Second Cycle, it initiated the sequence of meetings held during the Third Cycle. Its Guidelines and Portfolio prompted much work that was to follow.

2.2 A Regional Study Group Meeting was held in Wellington, New Zealand, November 1982 that included the study of learner support services in a comprehensive review of the design and management of systems, structures and learning materials. There were several flow-on effects from this meeting, including at least one national workshop and its influence on the revitalisation of New Zealand distance education.

2.3 Two Sub-Regional Workshops were held, in Islamabad, Pakistan, August 1983 and Colombo, Sri Lanka, July 1984. These were prompted not only by the original work plan from Programme Area VI but by the decision taking at a meeting in Bangkok, Thailand in August 1983 that a programme for National Officials and Specialists should consider distance educators as a specialist group. The Islamabad and Colombo meetings were sequential and complementary. The Islamabad meeting classified categories of distance education personnel and identified their training needs; the Colombo meeting drafted a manual for workshop training (and provided through its own procedures and process a model

of workshop activities) for a selection of those categories. In these four regional and sub-regional meetings listed above (2.1 – 2.3), there were participants from the following 17 countries (* indicates participants at the Evaluation Meeting, Nanjing, 1986): Afghanistan, Australia,* Bangladesh,* China,* India,* Indonesia, Japan, Malaysia, Maldives, Nepal,* New Zealand,* Pakistan,* Papua New Guinea, Philippines, Republic of Korea,* Sri Lanka,* and Thailand.* In December 1985, a Special Number (No. 26) of the ROEAP *Bulletin* was devoted to distance education in each of these countries.

At this point, the work plan had suggested a shift of focus, from regional and sub-regional meetings to national workshops.

2.4 Both the Islamabad 1983 and Colombo 1984, meetings had obliged participants to prepare national workshops that would follow up the sub-regional meetings. Several have been held (in addition to the national meeting held earlier by the Republic of Korea), in Pakistan, Sri Lanka, Bangladesh, India, Papua New Guinea and China. Some of these national workshops prompted other subsequent workshops on related themes in local regions, thereby greatly enlarging the number of participants affected by the APEID initiatives.

2.5 Concurrently with these programmes of meetings, various inter-country attachments and exchanges of personnel were arranged. For example, New Zealand received attachements in distance education from Papua New Guinea, Republic of Korea and Thailand. In some cases, reciprocal visits were made to some of those countries; for example, Papua New Guinea and visited by New Zealand consultants and members of mobile teams.

2.6 The process has culminated in the evaluation meeting held in Nanjing, China, August 1986.

Prior to the Nanjing, 1986 meeting, the Tenth APEID Regional Consultation Meeting in Bangkok, Thailand, June 1986, acknowledged in its retrospective account of the achievements of the Third Cycle, the growing interest shown in the Asia and Pacific region in distance education. For its programme development for the Fourth Cycle of APEID it identified distance education as a separate infrastructure for which plans and programmes were devised, most of them pointing in new directions where distance education could become relevant.

Chapter Two

OVERVIEW: COUNTRY DEVELOPMENT AND APEID CONTRIBUTION

The country reports presented by the participants were in considerable detail and each reported development and new trends in distance education in their countries. They highlighted that distance education has particular potential to contribute to the larger process of national development. Distance education has witnessed significant developments in rural education and non-formal education particularly with reference to women's education. The countries have made rapid strides in teacher education and training of educational personnel for their professional support services.

From the experiences of participating countries, it is evident that distance learning systems in their respective countries had achieved significant progress during the Third Cycle. These trends and developments initiated as part of the Third Programme Cycle of APEID have brought to the surface evidence of positive development of persons and materials in distance education, revealing significant potential for future growth. The distance education systems have matured and have grown in stature. These are also influencing the existing systems.

Almost all countries have refashioned their strategies of developing distance education and have drawn heavily on the experiences of other member countries with the assistance of APEID. A wide variety of materials and manuals have been worked out at national level workshops to promote distance education in their respective countries and to generate interest and activities for its growth. The material includes national policy statements, guidelines, work manuals, as also those relating to organizational and administrative structures. Some of these features are highlighted in the detailed reports of each country given on subsequent pages.

The contribution of the APEID to this is of immense consequence. Under the generic influence of the Third Cycle in APEID, in many countries, distance education systems and structures have come of age, and a base has been created for self-generating growth particularly in so far as training of personnel is concerned. The amount of material generated in the countries and the experience accumulated over these years point to the need of mutual exchanges and bilateral relations under the umbrella of APEID. The strong possibility has appeared for distance education systems and structures in different countries to offer alternative and more liberalizing lifelong education on a much wider scale.

AUSTRALIA

Distance education in Australia

Australia with well-established systems and traditions of distance education reported some recent experiments and innovations, mainly from Western Australia.

1. In Western Australia the schools of the air which have traditionally serviced remote students have been used to provide professional development for isolated teachers. All teachers in Western Australia involved with junior primary classes were invited to participate in a phased programme over 11 weeks to improve early literacy skills. The remote teachers could not attend group sessions. They were presented with correspondence sets based on the 11 segments and each week the tutor trained to implement the literacy programme broadcast to the teachers through the school high frequency transcievers, so they are able to interact with the tutor and have a shared tutorial. Similar programmes were also conducted by teleconferencing where radio transcievers were not in use.
2. Also in Western Australia a recent development has been the linking of distance education services to the formal school system in two forms:
   a) Where there is a lack of teaching expertise or a class group is not viable, the secondary school may enrol the student in subjects available at the central distance education centre and have the subject supported by the centre.
   b) In a number of rural centres, small district high schools limited to lower secondary courses have been able to retain upper secondary students by enrolling the students at the distance education centre, and supervised and supported by additional staffing attached to the school. This system has been identified as the 'mixed mode system' and is also emerging as a support system for remote aboriginal community schools which are retaining secondary students.
3. The third project, reviewed in detail in the paper, is the satellite-delivered distance education trial conducted by the Queensland Department of Education in association with AUSSAT. This project is centred at the Mount Isa School of Air and has explored the outcomes of providing a pilot group with the necessary electronic equipment so that the six families can be clearly heard by the teacher using the satellite transponder. The equipment has also permitted a data communication system to be linked between school and home for communication by computer. This permits a radio exchange of work and supplements the interactive voice contact. To supplement the curriculum, the children also receive a special TV programme from the capital city and can talk to the presenters via the satellite. The trial will be particularly important in assisting state systems to plan the use of technology and to budget demands to improve communication with isolated home based students.

4. The final project reviewed in the paper is the project conducted by the largest correspondence school in Australia in New South Wales. The trial is focused on the use of existing telephone links between the school and home. The selected students are experimenting with electronic mail using videotex and facsimile. By telephoning to a data bank, pre-recorded learning material appears on the screen and recorded on the cassette tape recorder. The latest development has involved a group of upper secondary students using videotex, facsimile, models and IBM Personal Computers as terminals. The project continues as the role of the computer is enthusiastically explored by teachers and distance education students.

APEID contribution

The initial Australian involvement with the current APEID Cycle was through participation at the Islamabad Technical Working Group Meeting, November 1981.

The second major involvement was at the Study Group Meeting, Wellington, New Zealand, 16–26 November 1983, where Australia submitted a comprehensive country report with a particular focus on the recent development of the Western Australian distance education centre. A national workshop was held in Perth 1983 where representatives from all Australian states met and produced a report titled *Coping with the curriculum* and identified recommendations for the national development of distance education.

The evaluation of distance learning projects in Nanjing, China, August 1986 is Australia's third formal activity directly sponsored by APEID. Australia has also contributed exemplar materials for use in workshops where there has been no participant. Although not directly sponsored by APEID, the Western Australian Education Department, in association with the Australian National Commission for UNESCO, organized a conference at Perth, Western Australia where countries associated with the Asian Centre of Education Innovation for Development (ACEID) attended. The theme of the conference was linked to Programme Area VI – Educational Technology with stress on mass media and low cost instructional materials and reviewed and prepared a report on the role of technology and distance education.

BANGLADESH

Distance education in Bangladesh

Bangladesh has only one distance learning institute called Bangladesh Institute of Distance Education (BIDE). Though the idea of distance education is not new to the countries of South Asia and the Pacific, BIDE entered into this field very recently i.e. in 1985. Earlier, there were two institutions called: (1) Audio-visual Education Centre (AVEC); (2) School Broadcasting Programme (SBP). Their functions were to give support to the educational institutions mainly in the primary and secondary level, supplying educational equipment, maps, charts, showing films, broadcasting short curriculum-based radio programmes. Since the purpose of both the institutes was the same, they were merged together in 1985 as BIDE. From 1984 BIDE tried to expose the country to distance learning by organizing seminars and workshops at national level with the sponsorship of APEID.

Ultimately the idea became reality through an experimental programme of B. Ed. through distance education for in-service training of secondary school teachers. This was started from July 1985. Following the same syllabus as in the conventional system, course materials have been written in modular form as the main basis of the programme. Since there is little access to radio, students receive broadcasts on selected topics only once a week for 15 minutes duration. Up to now, no TV facilities are available for the students.

APEID contribution

In 1984, a participant from Bangladesh attended the workshop in Colombo organized by APEID on training for distance education. As a follow-up of that, (and another UNESCO workshop on instructional materials for higher education in Bangkok 1985) a six-day National Workshop was held in the month of April 1986 under the sponsorship of APEID. The participants were the course writers and editors for the programme of B.Ed. course. The objective of the workshop was the development of the print materials that are being used by the students. We think that the workshop was a great success, fulfilling our expectations.

It is hoped that APEID will continue to inspire and guide in all aspects as it has done in the past to help build up distance education system.

CHINA

Distance education in China

At present, distance education in China is mainly for adult education. A national system with multi-levels, multi-disciplines and multi-media has taken shape on a preliminary basis. Secondary correspondence education started in the middle 1950s. In 1985 the students enrolled were over 150,000. Since 1979, 96 TV technical secondary schools have been established, with 230,000 students enrolled in 1985. The Central Agricultural Broadcasting School was set up in 1981, with a large number of branch schools at county level and 20,000 classes in rural areas. Now the registered students number over 600,000, non-registered ones about 200,000; so far 75,000 have graduated. All the secondary distance education institutions have trained a great number of school teachers and produced various secondary technicians on a large scale, thereby promoting modernization in both urban and rural areas. At the higher education level, Central Radio and TV University (CRTVU) was set up in February 1979, and since then, a national radio and TV network for higher education has been formed. By 1985, there were 28 provinces, municipalities and autonomous regions, over 270 prefectures and cities, and more than 1,400 counties throughout China which had established their respective institutions in RTVU system. Now, there are about 30,000 classes with 670,000 students enrolled and 28,000 staff workers, of which 13,000 are full-time teachers and another 15,000 part-time tutors work. The CRTVU offers 150 courses for 22 specialities. During the period 1979 to 1985, there have been over 1,470,000 registered students (including 1,070,000 full-time students and 400,000 part-time students) and over 350,000 free viewer-listeners who are not taking a formal

qualification. From 1982 to 1986, 600,000 students graduated from RTVUs, and more than 500,000 received various single-course certificates.

Higher correspondence education, sponsored in the early 1950s were mainly conducted by the correspondence branches (over 300 nowadays) of conventional universities and by independent correspondence colleges. There were 370,000 students enrolled in 1985, and more than 200,000 students have graduated in the the past 30 years.

Distance higher education contributes a great number of qualified specialists in China's economic construction and social development. Now the Chinese government is paying much attention to developing distance education, considering it as an essential innovation in education for promoting the social economy. As a result, a special TV channel using a satellite will be introduced this October, for distance education of school teacher training courses, CRTVU's courses and secondary technical (vocational) education courses.

Jiangsu Provincial Radio and TV University was set up in February 1979. Now, a radio and TV education network has been set up throughout the province. At present, the number of students totals 93,513 (including about 10,000 in rural areas) studying separately in 1,843 classes. In the whole Jiangsu PRTVU system, there are now 940 tutors and 1,321 staff workers. In the past seven years, 35,528 students graduated from the PRTVU, and there will be over 13,000 graduates majoring in economics this year, exceeding the total number of the college level economics graduates assigned to the whole province by the state in the past 37 years since liberation. Besides, 33,989 single course students and 118,000 free viewer-listeners have finished their courses during the same years. All these successes have been achieved under the leadership of the Educational Bureau of Jiangsu Province and academic guidance of CRTVU.

APEID contribution

Representatives of CRTVU participated in APEID meetings held in Wellington in 1982 and in Colombo in 1984. As a follow-up to these there were two national meetings, the Beijing Seminar on Distance Education and Social Development and the Kunming Workshop on Training of Administrators in Distance Education Systems in October 1984. Nearly 100 Chinese distance educators attended these activities. Twelve lectures were presented and 16 training modules completed, in which the documents of the Colombo Workshop played an important role. From June 1985 to April 1986, CRTVU has organized another six national workshops for personnel training of senior administrators, multi-media course designers, print material writers, TV programme producers etc. The 16 training modules have proved to be helpful in these training projects. In short, APEID and its activities have exerted great influence on CRTVU and the RTVU system throughout China in personnel training, in management, in promoting research and evaluation, and in developing external exchange and co-operation. All these have pushed forward the cause of distance education in China, and have developed and greatly improved CRTVU and the whole RTVU system.

Distance education projects under APEID

INDIA

Distance education in India

Distance education programmes at the school level started in India in 1965-1966. At present distance education is offered by seven institutions namely: Open School, New Delhi; Institute of Correspondence Studies, Ajmer; Institute of Correspondence Studies, Cuttuck; Patrachar Vidyalaya, Delhi; Open School, Madras; Institute of Correspondence Studies U.P. Allahabad; and I.C.E. Board of Secondary Education, MP Bhopal.

At the higher education level there are two universities set up exclusively for open distance education. They are Andra Pradesh Open University Hyderabad and Indira Gandhi National Open University, New Delhi. Besides these, about 30 universities offer correspondence education through their respective institutes.

The Regional Colleges of Education of the National Council of Educational Research and Training (NCERT) offer B.Ed. programme through contact cum correspondence mode. The Central Institute of Educational Technology (CIET) offers distance education to in-school and out-of-school children in the age range 5 to 11 through TV programmes telecast through INSAT. This massive project currently conducted in six states is likely to be extended to other states in a phased manner. Under this project, TV programmes are also telecast every Saturday for primary school teachers. The Radio Pilot Project of CIET was another major distance education programme for teaching Hindi to primary students.

The Distance Education Division of CIET, NCERT has organized nearly 15 training programmes for writers of distance education since 1976. Three workshops have been organized for developing manuals on Personal Contact Programme Resource Centres and Evaluation of Student Response Sheets.

APEID contribution

NCERT's association with APEID distance education programmes has been long and fruitful. It started with NCERT's participation in the Islamabad meeting in 1981 and continued in Islamabad 1983 and Colombo 1986.

From the Islamabad meetings, the guidelines developed in 1981 and the exemplar materials compiled in 1983 are being used in various training programmes, of the CIET, NCERT. In the APEID sponsored National Pilot Training Workshop which was held in New Delhi in 1985, the CIET, NCERT participated both at the planning and at the implementation levels.

The APEID programmes in distance education provide NCERT with a forum to exchange and share experience amongst member countries. This naturally results in broadening and deepening of perceptions. The experience is passed on to other distance teaching institutes which from time to time call on NCERT to provide them with consultants.

At the school stage, an open school was set up in 1979 to evolve itself as the country's model distance education system. It achieved this object by itself

adopting innovative ideas and practices in distance education and then disseminating them to similar agencies in the states.

The association of the Open School with the APEID programme started with its participation at the Islamabad Sub-Regional Workshop held in 1983. Following the Colombo Sub-Regional Workshop in 1984, the Open School organized a national pilot training workshop in August – September 1985. Twenty-five senior educationists distance education planners and course production co-ordinators participated in the workshop. The workshop was organized with the object of orientating distance educators to new concepts in distance education and enabling them to plan for other states new structures similar to existing Open Schools. It also acquainted them with the techniques of course production. The workshop results were:

a) Draft action plans for the states;
b) Specimen materials for the states;
c) Trying out the training manual prepared at the Colombo Sub-Regional Workshop.

The workshop also led to consultancy services being provided by Open School to other similar agencies in the states. Draft action plans, prepared at the workshop were used by states for planning Open Schools, or reorientating correspondence courses on new lines. The exemplary modules were made use of by a number of states in training their own functionaries: Open School also undertook preparation of support materials for learners, resource-centre co-ordinators and tutor-counsellors. These helped the states to design their own materials suited to their own structure.

The APEID programmes proved to be the major source of innovative ideas in the development of course and support materials and in organizing training for key functionaries from states in order to make a greater nation-wide impact. It has also been helpful in generating national consciousness on a wider scale about distance education and in providing training for distance education on a continuing basis.

NEPAL

Distance education in Nepal

The distance education system organized through Nepal's Ministry of Education and Culture has mainly concentrated on teacher education. It aims to improve the academic qualifications of teachers. Because of the geographical barriers to regular campus-based teacher education and also because of the prevailing scarcity of teachers, a project of teacher preparation through radio has been implemented since 1978, which has had support from APEID. The programme is called Radio Education Teacher Training Project and is supported by the USAID, Nepal.

Two training programmes are in operation.

1. RETT I: This provides in-service teacher training to untrained primary teachers for grades I-V. The course has a duration of nine months. This programme is about 5 years old, and so far approximately 2,800 teachers out of an enrolment of 6,000 have successfully completed the course. An evaluation study carried out in 1983, suggested that this programme should continue further.

2. RETT II: This is a follow-up to the above and seeks to provide contact based radio broadcasts in the subject areas of Mathematics, Nepali, Science and English.

These two training programmes are supported by brief residential instruction and self-instructional materials; textbooks are provided at well below print costs.

The project is to be evaluated for its effectiveness and cost-efficiency and an evaluation design has been developed.

APEID contribution

The main outcome for Nepal of its participation in APEID activities has been in developing awareness. The participants from Nepal have profited from their exposure to the activities and experiences of other countries in the region. That benefit has been achieved particularly in the area of script writing for broadcasting.

NEW ZEALAND

Distance education in New Zealand

There is a whole system of distance education as a counterpart to all levels of face-to-face education, from kindergarten to post-graduate. The main institutions are:

1. New Zealand Correspondence School (NZCS), founded 1922; has 20,000 students of whom 10,000 are adults, studying the school curriculum;
2. New Zealand Technical Correspondence Institute (NZTCI), founded 1946; has 32,000 students studying vocational subjects;
3. Massey University Centre for University Extramural Studies (CUES), founded 1960; has 12,000 students studying for various degrees and diplomas.
4. Advanced Studies for Teachers Unit (ASTU), founded 1963 at NZCS, since transferred to Palmerston North Teachers College; has 4,000 students, for teachers continuing education courses.
5. Several smaller operations (Radio New Zealand Continuing Education Unit, Trade Union Postal Education Service, Otago University telephone tutorial systems, etc.)

NZCS, NZTCI and CUES are APEID Associated Centres.

Public esteem is high; the system's reputation is based on the:

- comprehensiveness and cohesion of its set of distance education agencies;
- quality of performance by institutions and their students;
- support for students from within their own community and by society.

The principal issues for New Zealand distance education now and in the foreseeable future are:

- further extending distance- and non-distance education relationships;
- meeting fresh challenges of social equity;

- relating distance education techniques to non-formal education;
- widening the membership of the distance education community;
- improving course design and instructional methods;
- adopting new information and communication methodologies;
- intensifying staff development.

APEID contribution

1. Participation

Distance education was identified as an area of participation when New Zealand joined APEID in 1981; three distance education Associated Centres have been named (NZCS, NZTCI, CUES). Participation has been in:

- helping plan distance education activities;
- hosting a meeting on Distance Learning Systems and Structures, November 1982;
- participating in other meetings on distance education (Islamabad 1981) and, nominating participants from distance education to other meetings (Teaching of Science, Islamabad 1981); Reading Materials, Wellington, 1983);
- providing resource persons for in-country consultations (Papua New Guinea), and meetings (Colombo, 1984; National Seminar, Beijing and Workshop, Kunming, 1984; Nanjing, 1986);
- hosting attachments from Papua New Guinea, Republic of Korea, Thailand, etc.
- providing resource materials (Islamabad, 1983).

2. Benefits

New Zealand has benefited particularly from:

- wider personal and institutional contacts, especially from the Wellington meeting; critique of New Zealand system by participants to assist its revitalization;
- discussion of participant's reports in APEID National Development Group and Associated Centres;
- exchange of experience with distance educators through meetings, attachments and consultancies;
- participation as a professional group of distance educators working together, which has contributed to establishing the Distance Education Association of New Zealand (DEANZ).

PAKISTAN

Distance education in Pakistan

The Open University was established in 1974 to meet some major educational challenges to Pakistan by providing:

- for people who cannot leave their homes and jobs;
- for the masses to upgrade their educational level;
- for the training of teachers;
- for technology and research in a range of subject areas or vocational studies;
- guidelines and examination procedures for the award of degrees, diplomas or certificates.

The university has concentrated its resources on those who are in greatest need, the millions scattered across rural areas in Pakistan. Open University has developed and offered courses ranging from basic literacy to post-graduate level.

These objectives have been achieved by (a) using traditional distance education techniques and (b) developing new initiatives in developing multi-media, multi-level instructional material.

The teaching programmes are now concentrated in four broad areas:

1. Functional education: where the programme assists with knowledge and skills that increase productivity, e.g. 20,000 students are enrolled in electrical wiring and electrician courses.
2. Teacher education: this continues to be one of the first priorities of the Open University in a country which demands 30,000 new teachers each year. Both pre-service and in-service courses provide teacher development in the shortest time at minimal cost. A Primary Teachers' Certificate course concentrates on previously untrained teachers in which 10,000 teachers enrol annually. For previously trained teachers, courses are also available for the Certificate of Teaching, Orientation Course and the Post-graduate Diploma in English Language Teaching. At a higher level the Open University has degree courses for key personnel in education leading to the B.Ed. and M.Ed. degrees.
3. General education: this programme attracts the highest level of enrolment throughout the country. The courses lead to an award of an Intermediate Certificate or BA/MA degrees and are specially designed in subject clusters. Three faculties of AIOU are offering courses in Social Science and Humanities, Basic and Applied Science, Pedagogy, Continuing Education and Adult Literacy.
4. Research and Development; and Special Programmes: these have been assigned to the university since 1979. The university in collaboration with other agencies has produced the Adult Functional Literacy Programme (AFL) Integrated Functional Education (IFE) and Functional Education Project for Rural Areas (FEPRA). The special features of the FEPRA are the use of six units which are structured for village learner groups and are dependent on taped cassettes.

For these programmes the Open University has used a wide range of media, distributing support including print, low-cost cassettes, radio and television broadcasting. Apart from its significant role in distance education, Allama Iqbal Open University works in close harmony with the formal system particularly in the field of teacher education.

APEID contribution

As a member of APEID, Pakistan has participated significantly through regional and sub-regional meetings and follow-up national workshops.

Major events include:

1. A National Workshop in 1979 on Production of Instructional Materials assisted by an APEID mobile team; 33 participants from the Open University and other institutions attended.
2. A Technical Working Group which met in November 1981 in Islamabad with representatives from nine countries of the region. The group compiled three volumes on Distance Learning for Teacher Education.
3. A Regional Seminar on Training Personnel for Distance Education was held in 1983 involving four delegates, three observers and two resource persons; two volumes, a report and portfolio of exemplar materials was published.
4. As a follow-up, a National Training Workshop was held in November 1985 including 26 course writers and co-ordinators, part-time tutors, and producers with specific training units being produced.
5. One participant from the Open University attended the Regional Workshop in Pune, India based on the theme of Multi-disciplinary Educational Teams in Rural Areas.

From these workshops teachers and prospective writers have gained considerable insight into principles and technique needed for their work. In particular as a result of the regional seminar on the training of personnel for distance education, source material was improved or developed afresh for seven categories of personnel.

These activities also highlighted the need for a continuing training of these personnel, in consequence of which a department of distance education was created in AIOU. This department became responsible for the training and induction of new staff members.

The need for institutional research has been stressed repeatedly in APEID workshops. The Research and Statistical Centre for the university is not the outcome purely of these workshops but rather the indirect contribution of APEID. Many research studies mostly on various aspects of distance education in AIOU have been undertaken by the Centre. Survey and statistical reports providing a sound basis for future planning have also been published.

AIOU is a pioneer in the fields of in-service and pre-service teacher education. The APEID technical working group on Distance Education in Teacher Education, November 1981, was organized by APEID and AIOU, with important material

and reports developed therein. The university itself has made full use of this material in teacher education.

REPUBLIC OF KOREA

Distance education in the Republic of Korea

In Korea, the Air and Correspondence High School (ACHS) represents school-level distance education. Progress made in distance education since 1981 can be focused on: the development of ACHS system and structure; the training of ACHS educators; and the instructional materials design and development being used in ACHS.

– Development of Distance Education Systems and Structures:

In September 1984, the Korean Educational Development Institute (KEDI), celebrating the 10th anniversary of the ACHS, held a seminar to review and assess the operating systems and structures of ACHS for the past ten years and explore ways and means for the maximum development of ACHS in the 21st century. The seminar was divided into three major sessions: (i) System and Curriculum; (ii) Instructional Methods; and (iii) Support Services. In each session, past practices were evaluated and developmental tasks identified. More than 100 leading distance educators, including all the principals of the ACHSs, professional researchers, and policy makers took part in the seminar.

In 1984, a needs assessment was conducted taking as its major areas: the ACHS curriculum; the teaching/learning methods in ACHS; and the supporting systems for ACHS. Using Delphi technique, a total of 73 ACHS teachers, administrators and experts in distance education participated in the need assessment. In addition, a questionnaire survey was conducted with 1,830 students, 277 teachers, and 95 administrators randomly sampled from the ACHSs.

– Training of Distance Educators

As a follow-up activity to the APEID Regional Seminar on Further Training of National Officials and Specialists in Distance Education (Islamabad, 1983), the Korean Educational Development Institute initiated a National Training Workshop in December 1983 with support from the Korean National Commission for UNESCO. The workshop was based on the proposal for organizing a country level workshop, designed by the Korean participant at that seminar.

– Course and Study Materials Design and Development

There have been two activities:

The first was a field trial of ACHS experimental textbooks, as a follow-up activity of two previous studies. One is 'A Basic Study for Developing Instructional Materials in ACHS (1981), and the other is 'A Study on the Development of New Textbook Structure in ACHS (1982). On the basis of these previous studies, KEDI developed three experimental textbooks on Korean language, English and Mathematics. This field trial was aimed at validating the effectiveness of the experimental textbooks as general models for new ACHS textbooks.

The other study was to develop a programme for improving ACHS students' achievement, in two basic subjects, mathematics and English, which they need to complete their high school course.

APEID contribution

For the first seminar and the needs assessment, two documents of APEID proved useful. One was the Guidelines on Development of Materials, Vol. II, Islamabad, 1981; and the other was the Guidelines for Revitalization of Distance Learning Systems and Structures, Wellington, 1982. The document *Guidelines* (Wellington, 1982) itself presents and covers a much more concrete picture of the range of revitalization activities than the philosophical or ideational approach emphasized in most other literature. Another strength of the Guidelines lies in its factor-analytic approach to a distance education system. For instance, the three components (support services, course of instruction, and teaching institution) were definitely useful as a framework for reflection on the ACHS system and structure through a Seminar and a Need Assessment Research. On the other hand, the "Guidelines on Development of Materials" were conductive to identification of the needs and therefore of developmental tasks for ACHS education in future.

APEID material and experience, especially from Islamabad, 1983, has been vital to the success of the follow-up National Training Workshop. The materials, especially on the course production, assessment and evaluation proved to be tangible, realistic and cohesive.

The "Categories of Personnel, Task Specifications and Training Needs" depicted in the "Training of Personnel for Distance Education" (Islamabad, 1983) made a unique contribution to the training programme development, which must be organized to focus on the unique situation of each member country. The categories were so comprehensive and adequate that a National Training Workshop could elicit the training needs and contents from them.

For the two research activities, the APEID publications relating to distance education especially from Islamabad, 1983 were useful in deriving ideas and points of view for conducting these two research activities.

SRI LANKA

Distance education in Sri Lanka

Sri Lanka started Distance Education for Teacher Education in 1981. The original objective was to give a professional preparation to a large number of untrained teachers (around 35,000) working in the schools. Two courses of three years duration for primary teachers and in the areas of mathematics and science were devised and are being continued. There are currently 10,000 teachers following these courses on a part-time basis while continuing in active teaching service. New courses in agriculture and home science as well as short courses for re-training of the already trained teachers, and on specialist subject areas are being developed. A course for teachers in the estate sector (mostly in tea plantations) based on study guides is being introduced.

Distance education projects under APEID

The usual mode of operation of courses is the delivery of printed learning modules; these are supplemented by audio-cassettes and by face-to-face tutorial support in the field. Group dynamics play a part in the supportive activities being carried out in the 24 district support centres. Two-way communication takes place through assignments submitted by student-teachers and provides interaction with their correspondence teachers. Individual progress cards for student-teachers are systematically maintained, for individualized assistance and for assessment.

The courses have become popular and credible and thus far, the distance education system has reinforced teacher education and in-service training.

APEID contribution

The contribution to the growth of distance education in Sri Lanka by APEID has been significant and may be summarized as follows:

1. Participation in the various workshops, group meetings and seminars has reinforced the confidence that Sri Lanka has in distance education as an effective delivery system for teacher education and for adult education in general.
2. The training resource manual for distance education specialists developed in Sri Lanka in 1984 by the sub-regional group is being widely used as it provides comprehensive guidelines, defining the tasks and competencies needed by personnel engaged in the system. However, in the light of the current situation and experience with regard to the distance system in Sri Lanka, the need for refinement of the tasks set out in the manuals for various categories of distance personnel has arisen and a process for this has been set in motion.
3. Another area where there has been impact by the APEID activities is in the field of course renewal. The guidelines developed in Wellington in 1982 in this respect have been found to be invaluable and a series of activities on renewal of learning material as evidenced in the guidelines has been started.

The APEID activities in distance education have been of immense assistance to Sri Lanka, because they have, among other things, been able to:

a) Build up confidence in developing its system of distance education by sharing expertise and guidelines and acting as a catalyst for further development;

b) Support continued growth and momentum of systems and structures by exposure to the public;

c) Identify training needs and skills;

d) Help provide training facilities; and

e) Focus attention and help foster research into specialized areas and problems.

THAILAND

Distance education in Thailand

Thailand has its most notable distance education programmes in non-formal and higher education. There has however been some experimentation in assisting supervisors who work with less qualified teachers in remote areas.

Distance supervision was seen as a realistic alternative to the traditional practice of school visits since it was realized that this could not be extended to all (more than 1,650) schools under the jurisdiction of the Department of General Education. These schools are scattered and the Supervisory Unit is short of personnel and travel funds; nor would there be time to reach all schools. Therefore the concept of distance education was adopted as an additional form of development work with schools. After the APEID workshop at Islamabad, Pakistan in 1981 the Supervisory Unit set up a project (DSAP) and developed materials for an experiment in secondary schools in the southern part of the country.

The objectives of the DSAP were to experimentally examine the possibility of using distance education for in-service teachers training and for designing materials for teachers training. The experiment ran from 1982 to 1983, involved six schools, 12 teachers and 250 students.

It consisted of the following materials:

1. A 50-minute cassette tape which served as the surrogate supervisor by providing suggestions to teachers on the use of materials, and on teaching techniques most effective for their subject matter.
2. Printed matter, including:
   a) the tapescript for the cassette tape;
   b) practice exercises to accompany the tape;
   c) pre- and post-tests for teachers and students;
   d) instructional materials for teachers and for students, accompanied by a teacher's manual.

Supervision of participating teaching personnel was by distance education i.e. suggestions for teachers were pre-recorded and sent to teachers along with the materials. Further suggestions, and responses to teachers' queries, were sent by post.

On completion of the experiment, participating teachers met to evaluate the results from both points of view, that of the students or recipient target group and that of practitioner teachers. The majority of teachers expressed the desire to use the distance materials because they found them convenient and learner's interest and enjoyment were stimulated. Furthermore, the questionnaire showed that the participating teachers had a keen interest and good understanding of the various steps in the activities prescribed in the cassette tape and teachers manual. Secondary school students who used the learners materials showed a greater degree of interest than usual when carrying out the activities and also gave evidence of an improved self-image, one of the objectives of the students' materials.

Following this evaluation the materials were modified, printed in their final form and were then distributed to the supervisory units in all 12 of the educational regions. There they have served as the basis for supervision activities, at a distance, side by side with traditional supervisory practices. Moreover the concept of distance supervision has been extended to encompass certain types of modern technology systems such as video tape and radio broadcast.

APEID contribution

This initiative can be traced directly to the efforts of APEID. The project was originated as a result of participation of the Chief of the Supervisory Unit, General Education Department and Ministry of Education, Thailand, in the APEID workshop on Development of Distance Learning Materials for Pre-service and In-service Teacher Education, in Islamabad, 1981. The success of the project has generated more confidence in distance education as a means for teacher development at the secondary school stage.

Chapter Three

EVALUATION OF DISTANCE EDUCATION IN THE THIRD PROGRAMMING CYCLE OF APEID

The Study Group Meeting was convened to review and evaluate the activities undertaken by APEID in the Third Programme Cycle.

This chapter has five objectives to:

1. Describe how participants reviewed the activities of the third cycle and obtained an overall view of their development;
2. Summarize each regional, sub-regional or national activity and identify its effects and outcomes for each participating country, and to synthesize these summaries;
3. Use the summaries for an evaluation of the effects of distance education throughout the Third Programme Cycle of APEID;
4. Briefly consider activities other than meetings, such as attachments and exchanges of resource persons;
5. Suggest some general conclusions.

The process

The task was to compile data for a formal evaluation of APEID's various initiatives for distance education especially at the regional and sub-regional level.

There was an immediate challenge in fulfilling the task as most participants had been involved in only one or two of the regional or sub-regional meetings apart from their own national workshops; they therefore had limited awareness of the sequence of regional, sub-regional and national meetings until this was described during the evaluation meeting. Moreover some countries which had participated in earlier activities were not participants at the evaluation meeting at Nanjing.

To overcome this limitation the participants decided on a format which permitted (a) an analysis of each regional/sub-regional meeting and (b) a detailed evaluation of each national workshop. It was considered that a mere description of these activities would be insufficient. The participants agreed that it was essential that the **outcomes** be presented in a sequential and systematic scheme.

To enable these summaries to be evolved, the participants agreed to review the regional/sub-regional programme using the following structures: Programme area; Objectives; Activities; and Outcomes.

Using this scheme, the participants were grouped so that each group included members who had participated in some or all of the regional/sub-regional meetings organized since 1981. The groups were thus able to complete the details using the agreed structures.

When all the summaries were available a synthesis was made of them. This synthesis of summaries is presented in two parts: A. Regional/Sub-regional meetings; B. National workshops, using four headings: (i) Venue and date of the activity; (ii) Output including publications; (iii) Focus of activities; (iv) Outcome of effect of activities.

There was also experience within the groups of other activities than meetings or workshops which APEID has organized to encourage co-operation in distance education, including attachments, mobile workshops, consultancies and other arrangements. To illustrate these activities an attachement undertaken by one participant was analysed.

The conclusions arose from the positive view which participants came to feel about the beneficial effects of APEID's activities in distance education in the third programme cycle. They recognized however that there are still different levels of achievement and therefore the need to continue during the next cycle of APEID for some participant countries, and perhaps for some others not represented at the meeting, the same kind of beneficial activities.

Synthesis A: Regional/Sub-Regional Meetings and their Outcomes

Venue	Print and record	Focus of programme	Effect
1. Islamabad 1981	• Guidelines for distance learning systems and materials • Exemplar materials	• Shared experience of distance learning in teacher education. • Material development • Guidelines: – for systems – for materials	Sri Lanka: adapted exemplar material. New Zealand: partial basis of guidelines for 1982 meeting. Thailand: continued materials development as research and development project.
2. Wellington 1982	• Guidelines • Technical papers • Analysis of New Zealand situation.	• Structure and design of systems; their management and evaluation. • Local revitalisation. • Support systems • Resource allocation.	• Guidelines form focus to all participation. • Stimulation • Awareness and foundation document. • National outcomes: workshops in Sri Lanka, Rep. of Korea, China. • Australia adopted example of secondary school support.

Synthesis A: Regional/Sub-Regional Meetings and their Outcomes (cont'd)

Venue	Print and record	Focus of programme	Effect
3. Islamabad 1983	• Report containing personnel categories, tasks and training needs. • Portfolio of exemplar materials.	• DE personnel task analysis • Training of DE personnel • National pilot activities planning.	• Awareness • Specification groups – Planners – Print – Radio – TV • Recognition function/ training needs. • Contributed to Colombo Workshop, 1984. National outcomes: workshops in Sri Lanka, Rep. of Korea, Pakistan, India.
4. Colombo 1984	• Draft training manual	• School level education. • DE staff training needs. • Workshop methods and processes • National workshop planning.	• Awareness and consciousness. • Foundations for training • Trial manual • National outcomes: workshops in Bangladesh, China, India, Papua New Guinea.

Synthesis B: National Workshops and their Outcomes

Venue	Print and record	Focus of programme	Effect
1. Korea 1983	• Report.	• Goals and characteristics of distance education institutions. • Identify problems. • Skill of radio instruction. • Counselling skills.	• Focus on the report. • Understanding and awareness. • Consensus on problems. • Exemplar material. • Promote counselling skills.
2. Beijing/ Kunming 1984 China	• Lectures published. • Training modules.	• Overall role of DE • Extend scope • Sensitize and identify professional groups. • Manuals • Administrative personnel training.	• 16 training modules. • 6 national workshops • Promotion research and evaluation. • International exchange. • Raising management skills. • Particularly RTVU

Synthesis B: National Workshops and their Outcomes (cont'd)

Venue	Print and record	Focus of programme	Effect
3. Bangladesh 1984	• Training manual	• Identity issues for training. • Establish links with training groups.	• Awareness of structure for training DE cadre. • Manual in use. • Linking and association with 10 teachers college and Rajshahi University.
4. India 1985	• Draft plans for state systems. • Portfolio exemplar material.	• Orientation to goals of Open School. • Upgrade course production. • Standardize methodology.	• Guidelines for Govt. national policy. • States DEV. based on model. Basis for planning. • Reorientation of existing system. • Trial and adapt exemplary material. • Publicity and awareness – public. • Sample material to states.
5. Sri Lanka 1983	• Training manual	• Identify specialist training needs. • Locate gaps in the system. • Raise efficiency level.	• Learners grouped – common goals. • Goal setting at a national level. • Identifying training and development needs of Admin. and implementers.
6. Pakistan 1985	• Models of instructional material.	• Link of O.U. programmes with national objectives. • Discrimination in use of material. • Understanding learner's environment. • Material revision editing and evaluation.	• Awareness. • Training of cadre of DE • Testing of developed guidelines. • Evaluation of processes used.

Summaries of A: Regional/Sub-Regional Meetings

Regional/sub-regional meetings were held in (1) Islamabad, Pakistan, 1981; (2) Wellington, New Zealand, 1982; (3) Islamabad, Pakistan, 1983; and (4) Colombo, Sri Lanka, 1984.

A1. Technical Working Group, Islamabad, 1981

Programme title	Objectives	Activities	Outcomes and effects
Distance Learning for Teacher Education, Islamabad, Pakistan, November 1981.	1. Review and examine instructional material used in distance learning. 2. Select and improve materials relevant to teacher education. 3. Develop new materials for pre-service and in-service education. 4. Develop a handbook on preparation, selection, use renewal of distance learning materials.	1. Instructional material was examined evaluated and improved. 2. Further development of exemplar materials. 3. Guidelines developed for distance education system development and for instructional materials.	1. Exchanges of experience in the field of distance education applied to teacher education. 2. Training of cadre of distance educators. 3. Development of guideline in system organization and in instructional materials preparation. 4. Building a foundation for continuing training. 5. National outcomes: – Sri Lanka: adapted and used exemplar materials. – New Zealand: used guidelines when preparing guidelines for APEID regional meeting, Wellington, 1982. – Australia/Thailand/New Zealand: use guidelines when preparing material for higher education joint project.

A2. Regional Study Group Meeting, Wellington, 1982

Programme title	Objectives	Activities	Outcomes and effects
Distance Learning Systems and Structures, Wellington, New Zealand, November 1982.	1. To explore problems issues and growth points in the management of distance learning systems with special reference to: – Design, production, utilization, management and evaluation in distance learning systems. – Learning support services. – Personnel training and development. – Allocation of resources. 2. To prepare portfolio of technical papers on different distance learning structures and systems in the participating countries. 3. To prepare after a careful study of the New Zealand experience in the systems and practices of distance education and in the light of that of participating countries in this field, a set of guidelines on: – Establishment and revitalization of distance learning systems and structures; – Creation and operation of learning support services; – Allocation and management of resources for distance learning	1. Presentation and discussion of participants papers (prepared on prescribed guidelines) 2. Visits to: – distance education institutions; and – distance learners in their home settings. 3. Examination of the facilities and operation of three distance learning institutions: – NZ Correspondence School – NZ Technical Correspondence Institute – Massey University 4. Review of educational technology (e.g. audio-visual facilities in institutions: Radio New Zealand (Continuing Education) distance learning unit, Peace Sat satellite terminal. 5. Group work: analysis and report of New Zealand situation. 6. Social interactions with distance educators, distance learners, media personnel, politicians.	1. Guidelines have subsequently been used at national workshops – China: especially on renewal; – Korea: especially on systems and structures. 2. Portfolio of country studies following prescribed guidelines. 3. Exchange of experiences among participants based on their country studies. 4. Australian adaptation of New Zealand example of using distance education support for schools lacking specialist teachers.

A3. Regional Seminar, Islamabad, 1983

Programme title	Objectives	Activities	Outcomes and effects
A Regional Seminar on Further Training of National Officials in Distance Education, Islamabad, Pakistan, August 1983.	1. To analyse distance education experiments and available exemplary materials. 2. To identify target groups, issues, problems and their implication for the training of DE personnel.	1. Exchange of experiences, review and selection of exemplary material. 2. Issues and implications were discussed and a system was designed for training of DE personnel.	1. Exchange of experiences among participating countries in the form of country reports. 2. Target groups for training identified:

A3. Regional Seminar, Islamabad, 1983 (cont'd)

Programme title	Objectives	Activities	Outcomes and effects
	3. To prepare draft plans for national pilot activities and reflect, improve and suggest ways for establishing built-in evaluation.	3. The training system for national pilot workshop was discussed.	– planners, administrators, and personnel working in: – print media – radio – TV – multi-media. – Functions and training needs for these personnel were identified. – Development of draft plans by individual countries. – A portfolio consisting of 15 exemplars, support services and assessment was developed. – National workshops in: – Sri Lanka – Republic of Korea – Pakistan – India – Preparation for sub-regional workshop for development of training manual in Colombo, 1984.

A4. Sub-Regional Training Workshop, Colombo, 1984

Programme title	Objectives	Activities	Outcomes and effects
Sub-Regional Training Workshop on Distance Learning Systems and Structures and Training of Distance Educators Colombo, July 1984.	1. Review and examine the functions of distance education systems and structures in respect of school level education. 2. Critically review training needs of the staff responsible for distance education. 3. Review, examine and refine a draft training manual. 4. Reflect on critical aspects of training in, and renewal of, distance education.	1. Discussion of country reports on functions and structures of distance education systems. 2. Assessed the training needs of the participating countries. 3. Developed national draft plans for Pilot Training Workshops.	1. Training of various cadres of distance education. 2. Building foundations for continued training of Distance Educators. 3. Raised national consciousness together with raising of strong regional consciousness.

A4. Sub-Regional Training Workshop, Colombo, 1984 (cont'd)

Programme title	Objectives	Activities	Outcomes and effects
		4. Workshop practice to develop exemplar modules on different aspects of distance learning related to training of: – Systems managers – Editors and materials – Course Designers – Course Co-ordinators – Writers – Script Writers – Radio and TV producers – Tutor counsellors – Support service staff – Distance education learners – Parents and families – Bulletin writers – Attachment personnel – Newsletter editors – Consultants – Broadcasters – Journal editors – Conference planners. 5. Reflected on future training needs in the regions and suggestions on renewal of distance education.	4. Training manual with exemplar modules as specified in the previous column. 5. Workshop experience as basis for conducting national workshops. 6. National workshops in: – Bangladesh – China – India – Papua New Guinea – Sri Lanka.

Summaries of B: National Workshops

The above activities were followed by a series of national level workshops in the following countries: Bangladesh, China, India, Republic of Korea, Sri Lanka and Papua New Guinea. The objectives and achievements of all of these except Papua New Guinea are reported in the following summaries:

B1. National Pilot Workshop, Colombo, Sri Lanka, 1983

Programme title	Objectives	Activities	Outcomes and effects
National Pilot Workshop on Further Training of Specialists in Distance Learning Systems, Colombo, Sri Lanka, 1983.	1. Identification of issues and problems pertaining to the training of Distance Education Specialists in the system. 2. Analysis of the training needs of distance education specialists.	1. Identify, collect and collate experience already gained about issues in training distance education personnel. 2. Identify needs of the specialist personnel in the distance education system.	1. Awareness of the need for continuous training of Distance personnel on the part of planners and administrators of education in the country.

B1. National Pilot Workshop, Colombo, Sri Lanka, 1983 (cont'd)

Programme title	Objectives	Activities	Outcomes and effects
	3. Analysis of issues pertaining to the management, administration and evaluation of the distance education system in Sri Lanka in order to identify gaps and weaknesses in the system. 4. Develop efficiency in the total system.	3. Further specify the training needs of the distance education personnel. 4. Establish guidelines for the formative evaluation of performance in the specified tasks.	2. Training manual for the various categories of distance learning personnel to be used in the country system; and aligning with the existing manuals. 3. Organizational steps for functioning of the DE system through staff training. 4. Set goals for future expectations of tasks and roles.

B2. National Pilot Workshop, Seoul, Republic of Korea, 1983

Programme title	Objectives	Activities	Outcomes and effects
National Pilot Workshop for Improvement of Instructional Methods in Air and Correspondence High Schools, Seoul, Republic of Korea, December 1983.	1. To understand the characteristics of distance education. 2. To understand the experience in other countries in order to clarify the goals and characteristics of Air and Correspondence High School Education in Korea. 3. To identify the problems faced by Air and Correspondence educators and seek solutions. 4. To develop skills in radio instruction. 5. To develop skills to counsel the distance education students and to evaluate their achievement.	1. Lectures and discussions among classroom teachers, radio instructors and radio producers. 2. Report from participant in 1983 Islamabad meeting to the trainee target group. 3. Two field studies on curriculum and textbooks for Air and Correspondence High Schools, were reported. 4. On-site experimental work was done by group on content selection and organization, counselling and evaluation.	1. A report on state of Korean Air and Correspondence High Schools, distributed widely to increase general understanding of distance education. 2. The participants came to understand distance education experiences for other countries. 3. Consensus on the problems and their solutions among Air and Correspondence High School, and on actions to improve them. 4. Exemplar materials for content selection and organization. Skills to counsel and evaluate distance learners were taught by simulation.

B3. National Pilot Workshop, Dhaka, Bangladesh, 1984

Programme title	Objectives	Activities	Outcomes and effects
Training of Specialists in Distance Learning Systems, Dhaka, Bangladesh, 1984.	1. Identification of issues and problems pertaining to the training of Distance Education Specialists in the System. 2. Analysis of the training needs of distance education specialists. 3. Analysis of issues regarding co-operation between the National Institute of Media and Training in Dhaka's Rajshahi University and the Secondary Teachers Colleges.	1. Collect experiences, identify issues in training of distance education personnel. 2. Identify training needs of the specialist personnel. 3. Further specify the general training needs of distance educators.	1. Great awareness of the need for training of distance personnel needed in the system. 2. Training manual for specialists in the distance education system in Bangladesh. 3. Co-operation with Rajshahi University and ten teachers training colleges established; regular co-operation among distance education staff established.

B4. National Pilot Workshops, Beijing and Kunming, China, 1984

Programme title	Objectives	Activities	Outcomes and effects
National Workshops, Beijing and Kunming, China, 1984.	1. To enable the participants to be aware of position and role of DE in the national education system in regard to social development. 2. To understand the concept of DE and to obtain an overview of DE systems at home and abroad. 3. To share experiences in administration. 4. To put forward proposals for improving administration at all levels. 5. To identify specific tasks of administrators. 6. To be sensitive to the training needs of various categories of administrators and functionaries of all levels. 7. To develop a manual to be used at follow-up workshops.	A. Beijing Seminar on DE and Social Development (Objectives 1,2,3,4). 1. Presentations by resource persons. 2. Discussion and analysis of issues. 3. Comparison of systems large and small. 4. Examination of study materials. B. Kunming Workshop on Training of Adminstrators in China's DE system. 1. Introduction to the Sub-Regional Colombo Workshop. (Obj. 2,6,7). 2. Ten lectures, 8 of them from Chinese specialists, other 2 from external ones. (Obj. 2,3,4,5,6). 3. Group discussions. 4. Visits to local DE institutions.	1. Enhanced awareness of personnel training and working style of workshop format. (Obj. 5.6). 2. Completed 16 training modules for distance educators of various types (Obj. 7). 3. Six National Workshops for personnel training were held by using some of 16 TMs (Obj. 6,7). – Training of provincial RTVU's presidents, Guiyan, June 1985. – Training of Production Centre Managers, Harbing, September 1985. – Training of multimedia course designers, Beijing, December 1985. – Training of TV programme producers, Chendu, February-March 1986.

B4. National Pilot Workshops, Beijing and Kunming, China, 1984 (cont'd)

Programme title	Objectives	Activities	Outcomes and effects
		5. Meeting distance learners. 6. Practice of developing training. 7. Production of training modules: (Obj.4,5,6,7) – explaining a training module (TM); – writing pilot TMs; – commenting on the pilot TMs; – further developing TM's. – compiling training manual; – exchanging ideas on training manual; – editing training manual; – evaluation. (Obj. 6).	– Training of print materials writers, Xian, April 1986. – Training of three sendy workers, Tianjin, March-April 1986. – Strengthened DE management in various fields at all levels. (Obj. 3,4). 4. Improvement of the contingent of administrators in China RTVU's system. (Obj. 5,6). 5. Promoting of Research and Evaluation. (Obj. 1,2). 6. Encouraging and developing of external exchange and collaboration between China's distance educators and the colleagues of Asia and the Pacific. (Obj. 2). 8. Publication of conference selected papers. (Obj. 2,3,6).

B5. National Pilot Workshop, New Delhi, India, 1985

Programme title	Objectives	Activities	Outcomes and effects
National Pilot Training Workshop, New Delhi, India, 1985.	1. To orient key distance education planners towards distance education on the lines of Open School. 2. To improve the quality of course materials.	1. Review existing distance education systems in the country. 2. Critically examined the structures in relation to the changing socio-economic needs. 3. Discussed basic philosophy and new developments in distance education in relation to: – target groups and their needs. – use of technology and media.	1. Prepared draft plans for starting new distance education systems in the states. 2. Prepared action plans for reorientation of the existing systems. 3. Designed specimen course materials. 4. Made recommendations with the object of giving a unified thrust to Distance Education both at the national and state levels.

B5. National Pilot Workshop, New Delhi, India, 1985 (cont'd)

Programme title	Objectives	Activities	Outcomes and effects
		– support services. – administrative support machinery. – delivery systems. 4. Studied techniques of course production in relation to: – content organization and presentation. – language editing. – evaluation – layout and designing. 5. Examined Open School structure and operations as a system. 6. Participants reviewed their own structures for reorientation, visualized plans for new distance education system, if not existing.	5. Tried out the exemplar modules and found suitable for adoptation, 6. National workshop received wide publicity in national press and television. 7. Larger general awareness of public education thus, raising national consciousness. 8. State workshops; – Maharashtra and Uttar Pradesh set up Open Schools. – Rajasthan reviewed its correspondence course education to orientate it on the lines of Open School. – Rajasthan and Tamilnadu sought consultancy from Open School. – Tamilnadu Maharashtra, Madhya Pradesh used specimen materials for course production. 9. Recommendations of the workshop submitted to Govt. of India for consideration in formulation as national policy on distance education. – Uttar Pradesh use exemplar modules for training. 10. Development of support materials for: – Learners – Resource Centre Co-ordinators – Tutor counsellors – Evaluators. Received as specimens by states.

B6. Pilot National Workshop in Islamabad, Pakistan, 1985

Programme title	Aims and objectives	Activities	Outcomes and effects
National Pilot Workshop in Development	1. Understand and support principles distance education in general and of AIOU in particular.	1. The participants were briefed about the following aspects of	1. Promotion of awareness about distance education.

B6. Pilot National Workshop in Islamabad, Pakistan, 1985 (cont'd)

Programme title	Aims and objectives	Activities	Outcomes and effects
of Distance Education Instructional Material, Islamabad, Pakistan, 1985.	2. Understand and use processes of learning at a distance. 3. Design and construct curricula with suitable media mix based on the needs of target groups, constraints and available resources. 4. Develop and demonstrate skills in writing distance education text at appropriate levels. 5. Critically review and edit given material for use in distance education. 6. Construct, test and revise test items. 7. Produce, test and evaluate distance education materials.	distance education through talks, films, slides and visit to various departments of AIOU a) Need, context and organization. b) Target groups. c) Models of distance education. d) Media support. e) AIOU system. 2. Exercise on media mix appropriate for different target groups. 3. Exercise in developing instructional material. 4. Reviewing and editing of material. 5. Framing and testing of test items and their revision. 6. Testing evaluation of material.	2. Preparation and training of a cadre of distance education in AIOU and in the country. 3. Implementation of guidelines on organization and processes of material preparation developed by APEID. 4. Development of a set of six units of instructional material with test items. 5. Improvement of instructional materials. 6. Department of distance education established; has conducted four workshops: – writing for distance education. – assignment and examination. – writing of scripts for radio and TV. – non-broadcast media.

C. Other activities

Apart from meetings and workshops, there are other activities sponsored by APEID which are considered to be beneficial. For example attachments are a regular form of interaction among APEID member countries. In an attempt to explore and develop ideas making the best use of professional experiences in other countries, a number of direct or indirect forms of contact can be made. Indirect forms of contact (e.g. the circulation of reports of meetings) may not bring about all that one is really seeking. In many cases, successful contact has been established through direct personal meetings.

The APEID Special Technical Co-operation Programme has, as a result, emphasized individual attachments as a form of direct contact exchange among member countries in spite of its relatively high cost and risks. Central to attachment is the opportunity for intensive on-site face-to-face contact with the most appropriate persons of the most relevant institutions in a country known for the quality of a particular specialism.

Distance education projects under APEID

For a successful example, a Korean specialist had his attachment to the New Zealand Council for Educational Research for 20 days. Both the attached person and the host institution felt that the attachment was thoroughly worthwhile. The success was basically due to the well-planned flexible structure between the attached person and the host institution. However, it was also found that 'timing' is critical to attachment. When exploration and learning during the attachment is particularly rich, the attached person may need more time to personalize and integrate his new learnings. Attachment, according to the Korean participant's reflection, brings about new frames of reference and insights as a result of personal interaction with his host coileagues.

Programme title	Objectives	Activities	Outcomes
Attachment, 1985: Dr. Lee Sung-Ho, Republic of Korea to New Zealand Council for Educational Research.	1. To explore the New Zealand experience in distance education in general. 2. To exchange the opinions and ideas on the future development in distance education in general. 3. To draw possible implications for development of distance education at the tertiary level in Korea. 4. To disseminate New Zealand experience to Korean community of distance education	1. To collect materials on New Zealand experience and to visit institutions and organizations. 2. To meet and discuss with the professionals and experts on distance education. 3. To develop a proposal for tertiary-level distance education in Korea. 4. To hold a series of informal report meetings after return from attachment.	1. More than 50 reports, mimeos, pamphlets and books were collected through on-site visits to 12 institutions. 2. Met more than 30 experts of various institutions and who took part in the Technical Institute Association Conference. 3. Three recommendations for future development of tertiary-level distance education in Korea were made. 4. Four informal meetings shared the attachment experience in Korea.

Conclusions

Substantial progress has been achieved on distance education projects which resulted from regional/sub-regional and national activities initiated by APEID particularly in respect of:

a) Distance education systems and structures;
b) Training of distance educators;
c) Course and study materials design and development; and
d) The use of distance education as an infrastructure for other developments.

From the process of review which led to their synthesis of APEID activities, participants came to recognize that:

– Through regional and sub-regional meetings of APEID and subsequent national pilot training workshops, a foundation has been built at national

and local levels in the participating countries for training of different functionaries. Thus some countries of the region have developed much of the self-sufficiency and expertise necessary to continue with their training programmes in accordance with their needs.

- Training of distance education personnel to permit the integration of support services is a particular and valuable outcome of this APEID cycle. A strong common element identified in meetings and workshops is the recognition that administrators, writers, tutors and media support services require their own sub-sets of skills to raise the efficiency of the quality of distance education.
- From a review of various publications (manuals, guidelines, exemplars, reports) produced at meetings and workshops during this cycle it is apparent that the participating countries have adopted and used them freely.
- A very notable outcome was the provision of accelerated programmes of distance teacher education which have been developed during the APEID cycle with the impact that this development has in improving educational opportunities, particularly for children in rural areas.
- The experiences and reports resulting from regional/sub-regional meetings has made a significant contribution to national education policies in a number of countries; but there are others which have not participated or have done so in limited ways or are just beginning to become involved in distance education.
- There is now a wider appreciation of the range and scope of distance education and the contribution its systems can make to bringing education to the large numbers who must study outside the institutions and structures of the formal system.
- Where national distance education policies were well established, APEID activities nevertheless stimulated a review of these policies, leading to growth in their range and quality.
- The exchange of views through country reports and discussion at study group meetings has led to a critical analysis of existing services, with a particular focus on student support and counselling systems.
- National workshops, through their composition and the common interest in distance education help bring together educators from primary, secondary and tertiary levels of education.
- The final and over-arching benefit that there has been through APEID activities in the third cycle has been the raising of the national level of awareness and status of distance education as an essential element in the overall educational opportunity in the social development of the countries of the Asia-Pacific region.

Chapter Four

FUTURE DIRECTION FOR DISTANCE EDUCATION DURING THE FOURTH PROGRAMMING CYCLE OF APEID

General view

Analyses and evaluation of the programmes taken up by APEID during its Third Cycle at regional, sub-regional and national levels, indicate a growing interest and awareness about distance education amongst member countries. There seems to be a political and national will to support various projects of distance education. There has also been much valuable development initiated by APEID and the impetus of this should not be lost but should be maintained.

Distance education can be a powerful and cost effective stimulus to key areas of educational development, including universalization of primary education, rural development education and work and the development of scientific and technical competence and creativity.

Keeping in mind that universalization of primary education is a principal thrust area of education the group suggested that distance education methods be considered for those countries where this educational objective has not been achieved. As there are countries which have successfully used distance education at the primary level, their experiences and ideas may be shared.

The immediate future

Target groups: Distance education programmes and activities can be specifically designed and developed for the following target groups of 'second chance' learners:

- early school-leavers
- out of school youth
- working adults who aspire to continue school education or undertake technical or vocational programmes.

Priorities of these target groups would be decided by each member country on the basis of its national policy. Once the national priorities are determined, various projects have to be undertaken to train manpower and to develop materials, systems, structures.

Exchange of experiences: APEID has been organizing workshops and study group meetings in its Third Cycle programmes for this purpose. Some of those activities should be continued. Thus APEID may wish to continue to organize regional, sub-regional study group meetings and national pilot workshops, the system of attachments and make available teams of consultants to member countries on request. It is hoped that ways and means will be explored to enable distance

educators of this region to continue to exchange views, ideas and experiences among themselves. Such exchanges help to sustain links and continuity among projects. New technologies may assist: depending upon technical feasibility and cost effectiveness the use of new forms of telecommunication should be kept in mind.

During the last cycle various distance education projects taken up in this region reached various levels of development. Some projects may still be no more than the subject of speculation. Others are at a planning stage, under trial, or at early stage of implementation. Others have become so sufficiently established and consolidated that they are no longer innovations. Others may have entered a renewal phase. Whatever stage they are at, there is a need to review their progress and direction. Sub-regional meetings are therefore suggested to undertake such reviews of practices, processes, systems and structures of distance education projects. One of the major objectives of these review meetings should be to ensure that the objectives of distance education projects are compatible with the objectives of key areas of educational development. Efforts in these review meetings should also be to suggest improvement and refinement in the existing practices, processes and systems.

Concepts and theory: Although distance education has been in vogue for some time, conceptualization and theory building has come into vogue only recently. There are certain terms which have hazy and fuzzy boundaries. Seminars may be organized so as to conceptualize differences and similarities between terms such as open education, distance education, and non-formal education.

Information and communication technologies: There has been a quantum leap in information and communication technologies. Every year new advances are made. The tasks of message transmission, message reception and its storage or retrieval are becoming less time consuming. Hitherto the principal media of distance education have been print and broadcasting, with audio- and video-cassettes linking these media. An era of interactive telecommunications has already begun for distance education in some countries of the Asia and the Pacific region but large-scale examples so far are few and involve high capital cost. They constitute however a significant area of innovation within the region's distance education activities. APEID may be the best means of disseminating the ideas and experiences that are accumulating.

Broadcasting: When broadcasting (and its cassette counterparts) is used in distance education interaction and co-operation between media specialists, producers and educationists becomes obvious. Special workshops would have to be organized so that a special cadre of 'educators' is developed. A small group might tour as a mobile workshop.

Non-formal education: It is rightly thought that the distance education mode may be adopted to train teachers working in non-formal schools and facilitators working in adult education centres. If these ideas are put into practice on a massive scale, new projects will have to be launched, new systems designed and new materials prepared. Countries launching such a venture may like to share experiences with those countries which have accumulated experience in the field. Study visits and workshops to that end are suggested.

Student support services: In most distance education programmes instructional pages are the principal vehicle of teaching and learning; contact sessions play a supplementary role. But efforts may remain inadequate if student support services are missing or are provided in a poor way. Workshops and study group meetings may be organized both at the regional and sub-regional levels to develop support services. These support services should help distance learners in tackling their study difficulties and help them to learn on their own and through mutual help.

Evaluation: Evaluation (of materials processes, systems and structures) is an important pre-requisite for a systems renewal. In distance education most of the evaluation of materials, processes and structures is done on an *ad hoc* basis and subjectively. There are no set criteria for evaluation. It is suggested that a manual be drafted and refined at a workshop be organized at regional level to identify criteria of evaluation so that it can be adopted/adapted at national levels.

Research: Besides monitoring and evaluating products and processes at various levels of development, comprehensive research studies may be taken on sub-regional or national levels. APEID may invite such research projects, and judging on their merit and utility, may sponsor some projects.

Further horizons

Beyond these issues and proposed activities participants also considered some other developments which had attracted little or no attention during the previous cycle.

Some of these matters arose because of interest in them by the Tenth Regional Consultation Meeting which met to consider APEID's fourth programming cycle in Bangkok, May – June 1986. Others were recognized by participants as having relevance only to a few countries which had reached a relatively advanced stage of distance education development.

Participants were aware that limitations of resources would mean that not all their proposals could depend on APEID resources; but that some might proceed as the result of initiatives by small groups of Associated Centres using national resources or funds from other agencies for the benefit of other members of the APEID network of distance educators.

At the Tenth Regional Consultation Meeting, Bangkok, 1986 distance education was acknowledged as having proved its worth as a significant infrastructure. The objectives for distance education for the fourth cycle of APEID are matched by those held by the Evaluation Meeting participants although some (e.g. 3 and 4) would be rephrased to:

1. Increase the efficiency of distance operations, especially in course design, materials production and delivery systems;
2. a) Improve communication between distance learners and teachers;
   b) Devise learning support mechanisms that provide tutoring, guidance and shared learning;

3. Ensure equal acceptability for distance education courses and qualifications as for conventional education;
4. Support conventional schools which lack specialist teachers with learning resource materials and support mechanisms provided by distance education;
5. Ensure that where distance education could provide prompt training of personnel for innovative educational development its scope and potential is considered;
6. Respond to the possibilities offered to distance education by new instructional and information technologies.

Some differences occur because the Regional Consultation Meeting was concerned not only with APEID but with the Asian-Pacific Programme of Education for All (APPEAL), and therefore included some matters beyond the scope of APEID.

However the participants reviewed and commented upon each of the four proposed 'action areas': (i) ensuring equal acceptability; (ii) compensating for the lack of specialist teachers in schools; (iii) training para-professional non-formal education for universal primary education, Eradication of Illiteracy and Continuing Education; and (iv) designing materials for non-formal education.

Equal acceptability: Distance education institutions are often challenged to prove that the quality of their study programmes matches the quality of face-to-face institutions. Responses vary: some rely on the performance of their students in public examinations; some follow the same curricula as face-to-face programmes; some deny the need for similarity because they are providing for a different client group; but point to the academic prowess of their staff, their teaching materials and the performance of their students. Distance educators no longer feel the need for detailed comparison with face-to-face institutions, some of which are not good models. Nevertheless, there are still situations of lack of parity of esteem, where graduates of distance education are not considered for appointments or where distance learners experience difficulty in re-entering the conventional system. Pooling experience about how credibility and comparability are achieved would assist those who suffer, and so participants would endorse such a proposal.

Compensating for lack of specialist teachers in schools: Participants strongly endorsed this proposal. Face-to-face and distance learning can co-operate when learning resource materials originally produced for distance learners are used to supplement school programmes where specialist teachers are not available, or where a curriculum change is being implemented for which local teachers have not been fully prepared. Since such deficiencies are more likely to occur in remote and rural areas, this strategy helps overcome social disparities that would be the consequence of education of uneven quality. There does need to be training, both for the production and use of such materials; it cannot be assumed that every high school teacher can supervise and give support to distance learning without some guidance about the role of supervisor.

Training para-professional non-formal educators for universal primary education, (eradication of illiteracy) and continuing education: Universalization of

primary education is a major programme for which distance education could serve as an infrastructure. Continuing education (the meaning of which varies) was regarded as a significant programme area for training. Some participants had reservations because there are risks in going too far, too fast, but they were also aware that some member countries with large populations had successfully initiated rapid and successful changes of vast scale.

Designing and producing materials for community-based non-formal education: To the extent that this proposal involves improving materials already distributed by broadcasting or other means, that act as 'life-enrichment' courses, participants supported this proposal as the expansion of what already happens in some countries. They reiterate their cautious endorsement of any proposals that would create support of any kind for distance learners, provided this does not create excessive demands on the capacity of distance education to train any necessary support staff.

Participants were ambivalent about suggesting new directions for distance education that were not already implicit in programmes that have already been undertaken. Nevertheless at the national level there may be significant new ventures, and some of these were reported. For example, upper middle school programmes are to be offered by the Jiangsu Radio and Television University, a step which not only extends distance learning from higher education to school but provides for students at the same age as face-to-face middle school students. Other examples, from the host country, pointed towards training institutes for specialist managers and pre-service training for distance education.

Apart from these national ventures, participants indicated interest in the following new programmes:

1. **Enrichment of school courses**: Enrichment has long been a task for radio and television, with or without printed support materials, and covering deficiencies in the school programme is already a concern, as reported above. The idea of adding fresh dimensions to the curriculum by the use of the multi-media packages which distance education can produce well, is not often attempted; or if it is, is not undertaken as seriously as it could be.

2. **Modes of delivery**: Participants are conscious that rapid changes in information and communication technologies may compel them to undertake radical reconsideration of their modes of delivery in future years. They recognize that APEID is in a strategic position to disseminate ideas and experiences of the likely impact of new technologies on distance education, not only their application to teaching but their implications for the reorganization of systems and structures.

Annex I

AGENDA

1. Opening of the Meeting.
2. Elections of officers of the meeting and consideration of Agenda and the Provisional Schedule of Work.
3. Presentation and review of the progress made on distance education projects which resulted from regional, sub-regional and national activities initiated by APEID, particularly in respect of:
   i) the development of distance education systems and structures;
   ii) training of distance educators;
   iii) course and study materials design and development; and
   iv) the use of distance education as an infrastructure for other developments.
4. Evaluation of APEID's various activities for distance education at the regional, sub-regional and national level.
5. Further development of distance education programme and further direction for distance education under the fourth cycle programme of APEID.
6. Consideration and adoption of the draft report of the meeting.

Annex II

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Annex III

LIST OF DOCUMENTS

Working documents

ROEAP-86/APEID. SG/INF.1	–	General information paper
ROEAP-86/APEID. SG/INF.2	–	List of participants
ROEAP-86/APEID. SG/1	–	Agenda
ROEAP-86/APEID. SG/2	–	Provisional schedule of work
ROEAP-86/APEID. SG/3	–	Major new developments in distance education services for the school age student in Australia by Mr. Brian Gaines.
ROEAP-86/APEID. SG/4	–	Country report on development of distance education programme in Bangladesh by Mr. Md. Fazlar Rahman.
ROEAP-86/APEID. SG/5	–	Evaluation of the APEID activities and their effects on China Central Radio and Television University by Mr. Ding Xingfu.
ROEAP-86/APEID. SG/6	–	Retrospect and prospect of distance education programme by Gu Tinggui.
ROEAP-86/APEID. SG/7	–	A statement on distance education programme in China by Mrs. Zhu Qingping.
ROEAP-86/APEID. SG/8	–	Significant developments in distance education in India by Mr. H.R. Sharma.
ROEAP-86/APEID. SG/9	–	An approach paper for the study group meeting on evaluation of distance learning projects by Prof. O.S. Dewal.
ROEAP-86/APEID. SG/10	–	Designing syllabi and courses for senior secondary stage under the open school schedule – an approach paper by Mr. H.R. Sharma.
ROEAP-86/APEID. SG/11	–	A statement on development of distance education project in Nepal by Mr. Nanda Krishna Karmacharya.

LIST OF DOCUMENTS (cont'd)

ROEAP-86/APEID. SG/12	–	Evaluation of distance education programmes on New Zealand under APEID by Prof. Donald Bewley (New Zealand).
ROEAP-86/APEID. SG/13	–	Perspectives on distance education in China by Prof. Dr. M. Siddiq Shibli.
ROEAP-86/APEID. SG/14	–	The outcome of APEID co-operation with Allaba Iqbal Open University by Prof. Dr. M. Siddiq Shibli.
ROEAP-86/APEID. SG/15	–	Process and way of evaluation of school-level distance education in Republic of Korea by Dr. Sung-Ho Lee.
ROEAP-86/APEID. SG/16	–	States report on distance education in system for teacher education in 1986 by Mr. H. G.C.A.T. Jayasekera.
ROEAP-86/APEID. SG/17	–	A paper on evaluation of distance education project under APEID by Mr. H.G.C.A.T. Jayasekera.
ROEAP-86/APEID. SG/18	–	The distance supervision action project in Thailand by Mrs. Somtawin Srichantuk.

LIST OF SELECTED APEID PUBLICATIONS

RELATING TO DISTANCE EDUCATION

*Distance learning for teacher education (3 volumes). 1982

Training of personnel for distance education. 1984

Distance education: exemplar training materials. 1984

Distance learning systems and structures – training of distance educators; report. (Vol. I). 1985

Distance learning systems and structures: training manual. Vol. II. 1987. 97 p.

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* Out of stock

The Asia and Pacific Programme of Educational Innovation for Development (APEID) has as its primary goal to contribute to the building of national capabilities for undertaking educational innovations linked to the problems of national development, thereby improving the quality of life of the people in the Member States.

All projects and activities within the framework of APEID are designed, developed and implemented co-operatively by the participating Member States through over one hundred national centres which they have associated for this purpose with APEID.

The 25 Member States participating in APEID are Afghanistan, Australia, Bangladesh, China, Fiji, India, Indonesia, Iran, Japan, Lao People's Democratic Republic, Malaysia, Maldives, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Samoa, Socialist Republic of Viet Nam, Sri Lanka, Thailand, Tonga, Turkey and Union of Soviet Socialist Republics.

Each country has set up a National Development Group (NDG) to identify and support educational innovations for development within the country and facilitate exchange between countries.

The Asian Centre of Educational Innovation for Development (ACEID), an integral part of the Unesco Regional Office for Education in Asia and the Pacific in Bangkok, co-ordinates the activities under APEID and assists the Associated Centres (AC) in carrying them out.

The programme areas under which the APEID activities are organized during the third cycle (1982-1986) are:

1. Universalization of education: access to education at first level by both formal and non-formal means;
2. Education for promotion of scientific and technological; competence and creativity;
3. Education and work;
4. Education and rural development;
5. Educational technology with stress on mass media and low-cost instructional materials;
6. Professional support services and training of educational personnel;
7. Co-operative studies and innovative projects of research and research-based experimentation related to educational development.